

UPDATED (1/26/01)

January 11, 2001

SCHOOL YEAR 2000-2001 ADMINISTRATIVE INFORMATION MEMORANDUM NO. 1

TO: STATE AND FEDERAL PROGRAM DIRECTORS

FROM: OFFICE OF FIELD SERVICES

OF NOTE

Federal Appropriations for 2001-2002

Federal appropriations for 2001-2002 education programs have been passed by Congress and signed by the President. The amounts for Office of Field Services programs and changes from current-year levels are as follows:

	<u>2001-2002 Appropriation</u>	<u>Changes from Current Year</u>
Title I, Part A		
Basic Grants	6,987,721,000	+5.1%
Concentration Grants	1,364,000,000	+17.7%
Title I, Part C (Migrant)	380,000,000	+7.1%
Title II, Part B (Eisenhower)	485,000,000	+44.8%
Title VI	385,000,000	+5.3%
Class Size Reduction	1,623,000,000	+24.8%
Comprehensive School Reform	260,000,000	+18.1%

The appropriations language for Title I, Part A includes a guarantee that school districts and public school academies will receive 100 percent of their 2000-2001 allocation amounts, unless they lose their eligibility for a basic grant because their low-income count is less than 10 or does not exceed 2 percent of their enrollment.

The special Title I, Part A appropriation for intensive assistance to low-achieving schools has been increased by 67.9 percent to \$225,000,000. Eligible schools will be identified based on 2001 MEAP results and will be required to notify parents of their status and offer transfer options in order to receive the funds.

At this time there is no news regarding the reauthorization of the Elementary and Secondary Education Act programs. Depending on the timeline followed by the new Congress, there may be legislative changes that affect the use of funds in 2001-2002.

SPECIAL NOTE

The Office of Field Services is currently recruiting for two regional consultant positions, one on Team 3 and one on Team 4. These positions serve the counties indicated as temporary assignments on the attached list of Field Services Teams (Attachment A). If you are interested in being considered for either position, please send a cover letter and resume to Marilyn Fisher, Michigan Department of Education, Office of Human Resources, P.O. Box 30008, Lansing, MI 48909. If you are interested in Team 3, please refer to Seq. 4751. For Team 4, please refer to Seq. 4652. The response deadline for these positions is February 11, 2001. Additional information is available at the Civil Service website: www.state.mi.us/mdcs.

CALENDAR

January 22-23	Statewide Compensatory Education Conference, Lansing
April 4-5	Upper Peninsula Compensatory Education Conference, Marquette
April 30	FS-4731-E due from affected districts

CONTENTS

Schoolwide Planning Support Team Arrangements for 2001-2002.....	1
Title I Schools Identified for Corrective Action.....	2
Compact for Reading Guide and School-Home Links Reading Kit.....	3
Progress on Single Record Student Database.....	4
Attachment A- Field Services Teams	
Attachment B- 2001-2002 Title I Schoolwide Planning Support Team Needs	
Attachment C- Example of Form FS-4731-E, Status of Title I Schools Identified for Corrective Action on 1999-2000 Adequate Yearly Progress Report	

Schoolwide Planning Support Team Arrangements for 2001-2002

Under a statewide Ed-Flex waiver approved by the State Board of Education in January, 1998, any Title I school with a poverty concentration of at least 35 percent may choose to implement a Title I schoolwide program **once it has participated in a year of planning with a school support team which has been provided or approved by the Department.** There are currently more than 650 schools implementing schoolwide programs in Michigan, and 126 are engaged in planning schoolwide programs for the fall of 2001. At this time, the Department is beginning to make arrangements to identify school support teams for schools that wish to plan during 2001-2002 to implement schoolwide programs in 2002-2003.

One option for schools, if enough schools select this program, may be participation in the Title I School Improvement Training Program designed and led by Dr. Larry Lezotte. Schools may also identify another technical assistance provider who is knowledgeable about effective schools research and comprehensive school improvement. If a school is already receiving assistance from the Northern Lower Michigan Learning Consortium, West Michigan Student Achievement Consortium, North Central Accreditation, or another approved systematic planning process, it may wish to use that process for Title I schoolwide planning as well, if the technical assistance provider agrees to serve in this role. Please note that the Achievement Group and the "Building the Bridge" Consortium will not provide Title I schoolwide planning in 2001-2002.

For schools currently engaged in schoolwide planning, the Department was able to provide a \$3,000 grant to help cover the costs of assistance from the support team selected. The amount of the grant in 2001-2002 will depend on the number of schools involved. Any costs that are not covered by the grant can be included in the district's regular Title I budget or paid with other funds, such as those available under Title VI.

If you have any eligible schools that would like to engage in schoolwide planning in 2001-2002, please complete Attachment B and send it to the Department no later than March 1, 2001. If you have questions about Title I schoolwide planning, the difference between schoolwide and targeted assistance programs, or the status of any school in your district, please call your regional Field Services consultant.

Please note that schools engaged in the year of schoolwide planning must continue to operate as Title I Targeted Assistance Schools.

Title I Schools Identified for Corrective Action

A total of 390 Title I schools in Michigan were identified for corrective action in one or more subjects on their 1999-2000 Adequate Yearly Progress Reports. These schools were marked “Yes-CA” in the “Identified for Improvement 99-00” column of the report.

Schools were identified for corrective action in 1999-2000 based on the following MEAP achievement history:

1997-98: School identified for improvement in one or more subjects because it did not meet its Adequate Yearly Progress target in 1996-97 and did not meet its target in 1997-98

1998-99: School did not meet new Adequate Yearly Progress target in first year after being identified for improvement

1999-2000: School did not meet new Adequate Yearly Progress target in second year after being identified for improvement

The current Title I legislation requires local school districts to take corrective action with respect to these schools during the 2000-2001 school year, unless the district decides to wait for one additional year because it has determined that the failure to make progress is due to extenuating circumstances. Corrective action is also not required if the district has exempted the school for statistical or other substantive reasons that provide a sound rationale for the exemption.

Corrective action taken by the school district must be consistent with state and local law, and must be made public and disseminated by the school district. The following examples of corrective action are provided in the Title I legislation.

- (I) withholding funds;
- (II) interagency collaborative agreements between the school and other public agencies to provide health, counseling, and other social services needed to remove barriers to learning;
- (III) revoking authority for a school to operate a schoolwide program;
- (IV) decreasing decisionmaking authority at the school level;
- (V) making alternative governance arrangements such as the creation of a public charter school;
- (VI) reconstituting the school staff;
- (VII) authorizing students to transfer, including transportation costs, to other public schools served by the local educational agency; and
- (VIII) implementing opportunity-to-learn standards or strategies developed by such State under the Goals 2000: Educate America Act.

A new Adequate Yearly Progress base year of 1999-2000 will be established for schools for which the district takes corrective action in 2000-2001. If the district decides to wait until 2001-2002 to take corrective action, the new base year will be 2000-2001. To assist the Department in determining appropriate base years, districts with one or more Title I schools identified for corrective action on their 1999-2000 Adequate Yearly Progress Reports are requested to complete Form FS-4731-E, **Status of Title I Schools Identified for Corrective Action on 1999-2000 Adequate Yearly Progress Report**, and return it to the Office of Field Services no later than April 30, 2001. An example of this form, which will be sent to superintendents of affected school districts, is provided as Attachment C.

Compact for Reading Guide and School-Home Links Reading Kit

The U.S. Department of Education has announced the availability of its **Compact for Reading Guide and School-Home Links Reading Kit**, which include strategies and tools to improve students' reading through parental involvement. The Compact is being made available through a joint partnership of the U.S. Department of Education and the National Association of State Directors of Title I, the International Reading Association, and the National Association of Elementary School Principals.

The **Compact for Reading Guide and School-Home Links Reading Kit** encourage greater family, school, and community involvement in the education of children in kindergarten through grade three. They are designed to improve the skills and achievement of children in reading and other language arts. The user friendly *Compact for Reading Guide* provides a simple 5-step process for developing, implementing, and evaluating school-parent compacts, which are required by Title I. The *School-Home Links Reading Kit* contains 400 reading activities that are based on the reading skills framework provided in the National Academy of Sciences' report, *Preventing Reading Difficulties in Young Children*, and a reading framework developed by Edward Kame'enui and Deborah Simmons of the University of Oregon. These activities are designed for at-home reinforcement of in-school instruction.

You may access the **Compact for Reading Guide and School-Home Links Reading Kit** by visiting the Compact web site at www.ed.gov/pubs/CompactforReading. You may also order these materials from Little Planet Publishing at 1-888-974-2248.

Progress on Single Record Student Database

For the past two years, the Department has been making a concerted effort to improve its use of newer technologies. Part of this effort includes enhancing our methods of data collection and improving the student, personnel, finance, performance and infrastructure data sets. The goal is for the data to be more reliable and accessible to users in school districts.

Last fall the responsibility for the collection of educational data was assigned to the newly created Center for Educational Performance and Information (CEPI). In November, CEPI and MDE successfully implemented the first phase of this collection process when school districts used error-checking software supplied by the Department to transmit encrypted general education student data over the Internet. Beginning this spring, the second phase will include the counts of students served by Field Services programs.

The Office of Field Services strongly supports this data collection effort and requests your full support of the process. The outcome of this approach will be a comprehensive source of educational data that will be able to respond to a broad range of information needs.

If you have any questions about this spring's data collection, please contact Dr. Lucian Parshall, Deputy Director of the Center for Educational Performance and Information at (517) 241-CEPI.